Generative Interactionism at IMPRINT Arnhem 2017

Generative Interactionism is a 'trial and error' drawing experiment.
It uses scribbling as a generative engine for a series of collective drawings.
With 'scribbling' is meant a kind of drawing that is the result of an automatic, continuous and more or less unbound movement of the arm.
Scribbling also means freeing the act of drawing from all restrictions and getting into the generalized experience of the full potential of drawing.
Because this scribbling is a largely automatic process, it allows reflecting on the experience of drawing *while* you are drawing. In other words; it allows for drawing + thinking *in real-time.*
And therefore, during a collective scribble, all players have the opportunity to reflect on drawing and the experience of drawing within their immediate relation to- and in interaction with- others.
And because all players are reflecting on their actions simultaneously and in real-time, the final drawing is like a record of all decisions made- as the process unfolds.
However this record does not represent 'collectivity', it is not the image of a mindset that was the same in the mind of every player. Instead it is an image that represents the sum of a variety of individual choices and actions of a group of individuals.

Central to Generative Interaction is the position of scribbling in relation to a written series of machine instructions:
First players start scribbling, and then and only then are new instructions introduced within that process.
Scribbling is a kind of gesturing, and like gesturing, it has non-linguistic properties that contrast the linguistic nature of the written instruction. (1)
For example, scribbling is non-combinatoric and continuous (movements are synthesized into a single whole) and global (meaning is built up from whole to part).
The instructions that are given on the other hand, are combinatoric, discrete (a sequence of symbols) and compositional (meaning is built from part-to whole).

Scribbling is not a mechanical process and players are not machines.
This means that there is more movement going on than that addressed by the instructions.
This is what distinguishes the instructions from those in for example a Turtle drawing program, or the step by step instructions for a Sol Lewitt mural.

- On every table is a box of cards
- Before every round every player picks a card.
- On every card is written an instruction.
- The first instruction; "(as fast as possible) scribble until the plane is filled with lines" puts all players in scribble mode.
- The duration of the first drawing serves as an index for the duration of the following rounds.
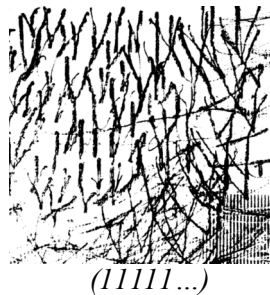
(1) McNeill, David. Hand and Mind: What Gestures Reveal about Thought (1992)

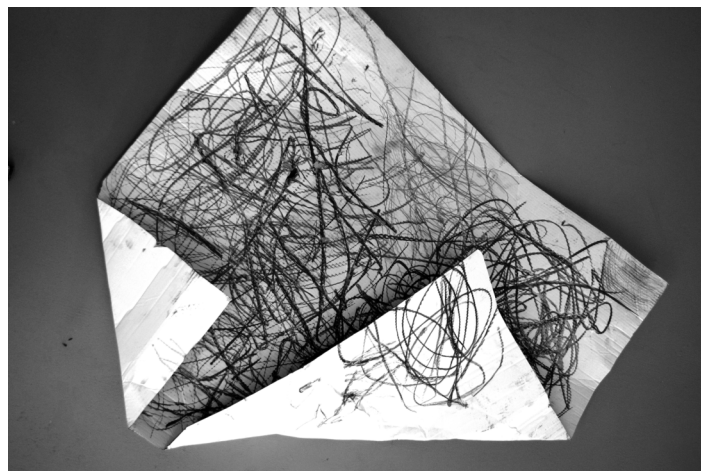In this edition of Generative Interactionism several new elements were added:
- Different instructions between individuals and tables.
- An instruction to activate players to move from their positions.
- An instruction to generate swarm behaviour.

Some observations:

1. The instructions are not written in a true formal language and players are not machines.
    Therefore, the effect of the instructions on the event is hard if not impossible to predict beforehand because they depend on the interpretation of the players.
    For example on table 1 part(2), the instruction; "repeat(1)" is interpreted by one player as: '111111111'.

(11111…)

2. For the last 2 sessions on table 2, there was a paradoxical injunction: *do not follow instructions* . (the paradox being; if you don't follow instructions, what about the instruction not to follow instructions?).
    The situation cumulated in the destruction of the paper as if players were drawing chaotically *and beyon*d.

Arnhem 27.01.2017

2x4 agents
Drawing simultaneously
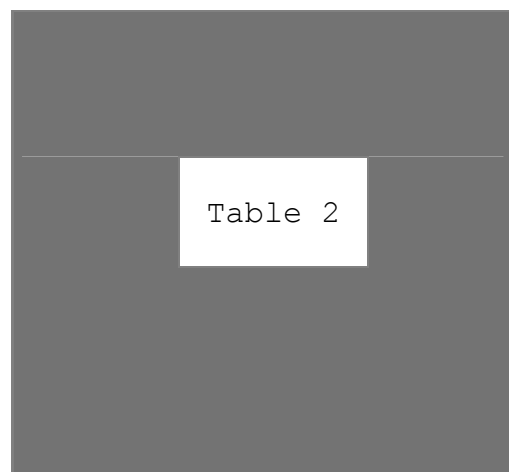

TASK :

- As fast as possible(!)
  Processing a pile of cardboard plates (10)

- Instructions are not binding;
        you are not a machine.
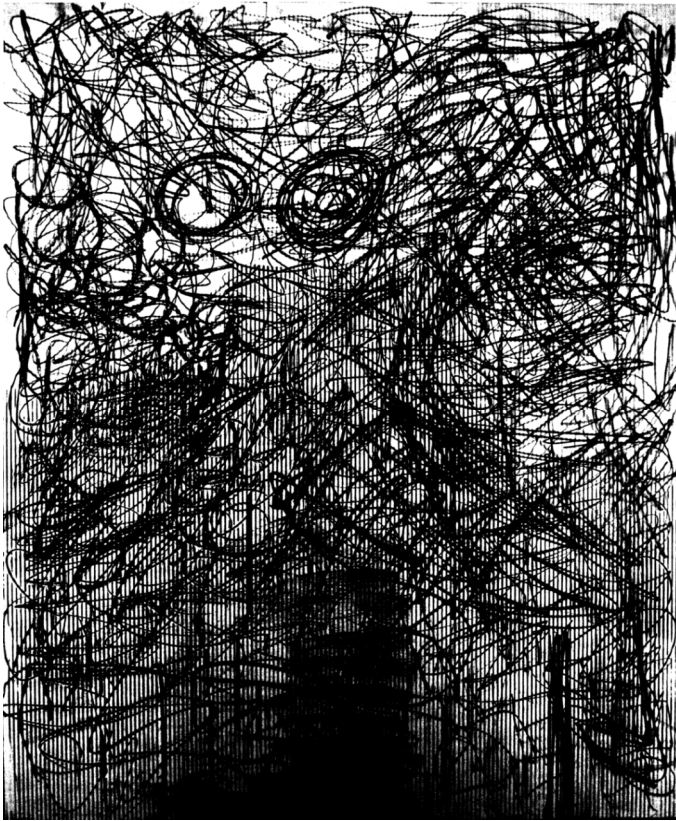
- When in doubt; just 'Scribble'

Table 1

←

- Player 1
- Player 2
- Player 3
- Player 4
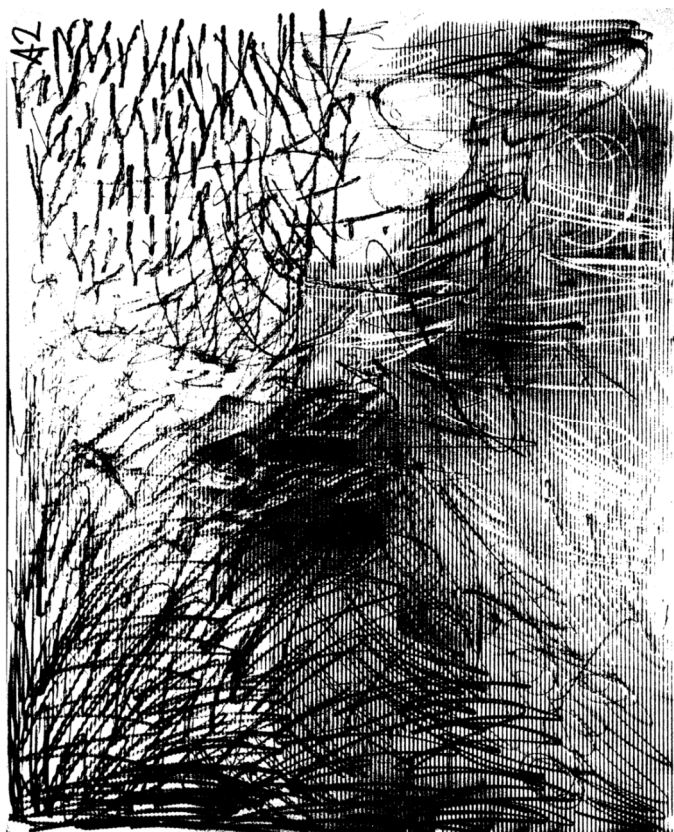
←

→

- Player 5
- Player 6
- Player 8
- Player 9

Table 2

→

← Table 1

(1):
1. (*all the time*)
   ```
   Scribble until the plane is
   filled with lines
   ```

2. (*all the time*)
   ```
   Scribble until the plane is
   filled with lines
   ```

3. (*all the time*)
   ```
   Scribble until the plane is
   filled with lines
   ```

4. (*all the time*)
   ```
   Scribble until the plane is
   filled with lines
   ```

Table 2 →

(1):
5. (*all the time*)
   ```
   Scribble until the plane is
   filled with lines
   ```

6. (*all the time*)
   ```
   Scribble until the plane is
   filled with lines
   ```

7. (*all the time*)
   ```
   Scribble until the plane is
   filled with lines
   ```

8. (*all the time*)
   ```
   Scribble until the plane is
   filled with lines
   ```

(2):

1. (*all the time*)
   Repeat(1)

2. (*all the time*)
   Repeat(1)

3. (*all the time*)
   Repeat(1)

4. (*all the time*)
   Repeat(1)

(2):

5. (*all the time*)
   Repeat(1)

6. (*all the time*)
   Repeat(1)

7. (*all the time*)
   Repeat(1)

8. (*all the time*)
   Repeat(1)

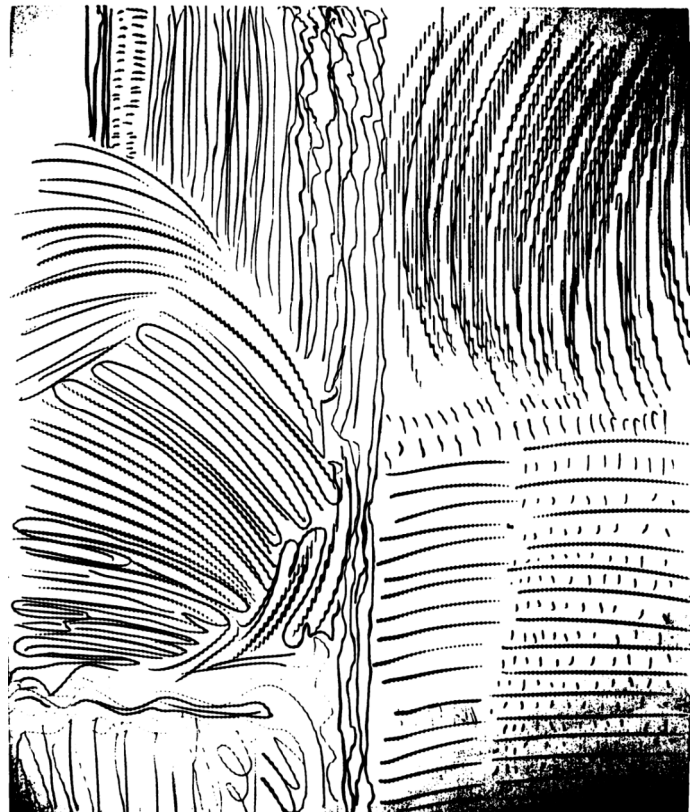**(3):**

```
1. Repeat(1)
```
(most of the time)
```
   Lines do NOT cross
```

```
2. Repeat(1)
```
(most of the time)
```
   Lines do NOT cross
```

```
3. Repeat(1)
```
(most of the time)
```
   Lines do NOT cross
```

```
4. Repeat(1)
```
(most of the time)
```
   Lines do NOT cross
```

(3):

```
5. Repeat(1)
```
(most of the time)
```
   Lines do NOT cross
```

```
6. Repeat(1)
```
(most of the time)
```
   Lines do NOT cross
```

```
7. Repeat(1)
```
(most of the time)
```
   Lines do NOT cross
```

```
8. Repeat(1)
```
(most of the time)
```
   Lines do NOT cross
```

(4):

1. Repeat(3)
   (sometimes)
   Walk around the table to a
   position that is closest to
   your pencil

2. Repeat(3)
   (sometimes)
   Walk around the table to a
   position that is closest to
   your pencil

3. Repeat(3)
   (sometimes)
   Walk around the table to a
   position that is closest to
   your pencil

4. Repeat(3)
   (sometimes)
   Walk around the table to a
   position that is closest to
   your pencil

(4):

5. Repeat(3)
   (sometimes)
   Walk around the table to a
   position that is closest to
   your pencil

6. Repeat(3)
   (sometimes)
   Walk around the table to a
   position that is closest to
   your pencil

7. Repeat(3)
   (sometimes)
   Walk around the table to a
   position that is closest to
   your pencil

8. Repeat(3)
   (sometimes)
   Walk around the table to a
   position that is closest to
   your pencil

(5):

```
1. Repeat(4)
   (all the time)
   Scribble AS IF
   You are scribbling in an
   unknown language

2. Repeat(4)
   (sometimes)
   The CLOSER your pencil is to
   another pencil, the more you
   COPY its trace

3. Repeat(4)
   (sometimes)
   The CLOSER your pencil is to
   another pencil, the more you
   COPY its trace

4. Repeat(4)
   (sometimes)
   The CLOSER your pencil is to
   another pencil, the more you
   COPY its trace
```

(5):

```
5. Repeat(4)
   (all the time)
   Scribble AS IF you are
   scribbling in an unknown
   language

6. Repeat(4)
   (all the time)
   Scribble AS IF you are
   scribbling in an unknown
   language

7. Repeat(4)
   (all the time)
   Scribble AS IF you are
   scribbling in an unknown
   language

8. Repeat(4)
   (all the time)
   Scribble AS IF you are
   scribbling in an unknown
   language
```
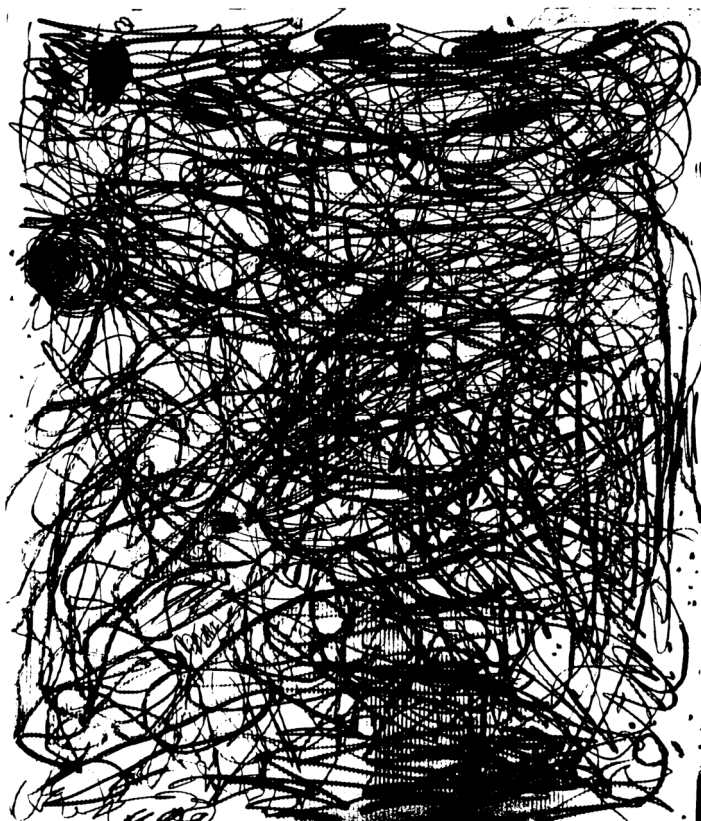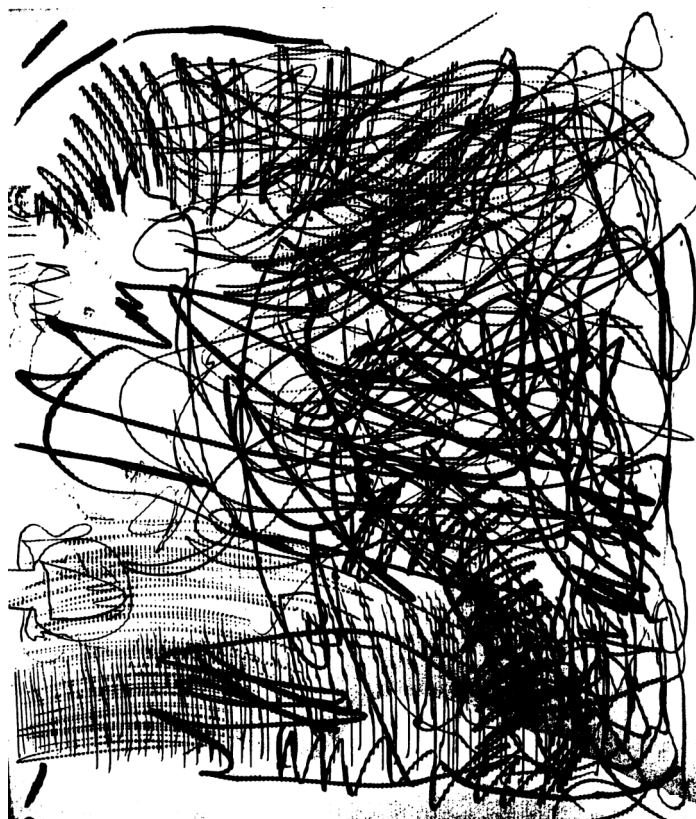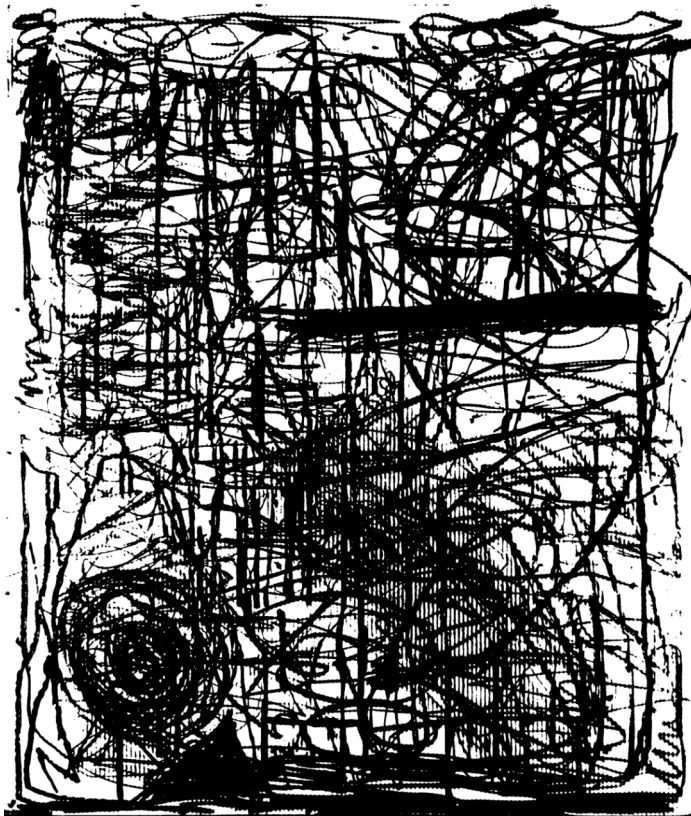
(6):

1. Repeat
   (most of the time)
   ```
   Scribble AS IF your pencil
   has got a mind of its own
   ```

2. Repeat
   (most of the time)
   ```
   Scribble AS IF your pencil
   has got a mind of its own
   ```

3. Repeat
   (most of the time)
   ```
   Scribble AS IF your pencil
   has got a mind of its own
   ```

4. Repeat
   (most of the time)
   ```
   Scribble AS IF your pencil
   has got a mind of its own
   ```

(6):

5. Repeat
   (most of the time)
   ```
   Scribble AS IF your pencil has
   got a mind of its own
   ```

6. Repeat
   (most of the time)
   ```
   Scribble AS IF your pencil has
   got a mind of its own
   ```

7. Repeat
   (most of the time)
   ```
   Scribble AS IF your pencil has
   got a mind of its own
   ```

8. Repeat
   (most of the time)
   ```
   Scribble AS IF your pencil has
   got a mind of its own
   ```
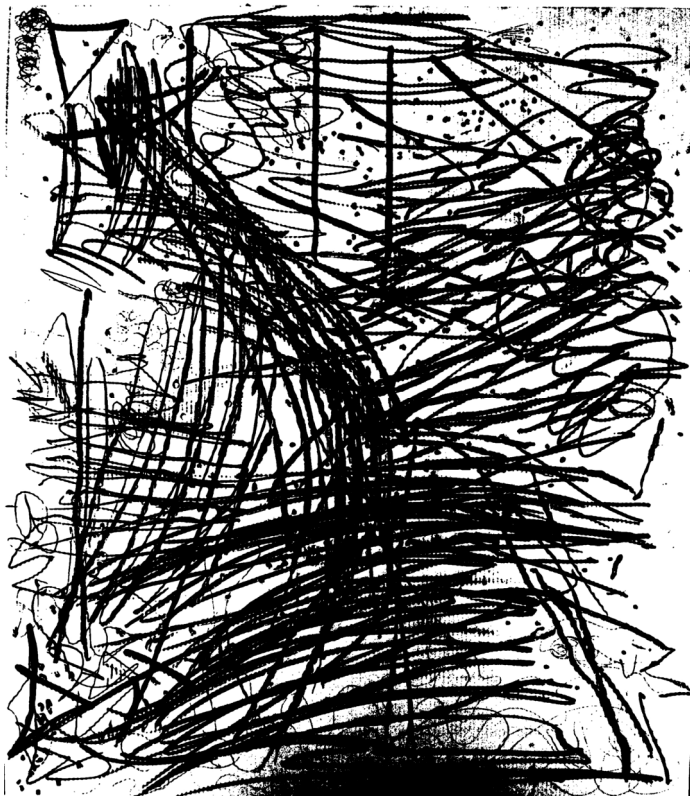
(7):

1. Repeat(6)
   (most of the time)
   On a scale from **0** to **5;**
   determine your pencils
   FLEXIBILITY

2. Repeat(6)
   (most of the time)
   On a scale from **0** to **5;**
   determine your pencils
   FLEXIBILITY

3. Repeat(6)
   (most of the time)
   On a scale from **0** to **5;**
   determine your pencils
   FLEXIBILITY

4. Repeat(6)
   (most of the time)
   On a scale from **0** to **5;**
   determine your pencils
   FLEXIBILITY

(7):

5. Repeat(6)
   (most of the time)
   Scribble AS IF your pencil is
   responsive to the LINE that is
   closest

6. Repeat(6)
   (most of the time)
   Scribble AS IF your pencil is
   responsive to the PENCIL that
   is closest

7. Repeat(6)
   (most of the time)
   Scribble AS IF your pencil is
   responsive to the LINE that is
   closest

8. Repeat(6)
   (most of the time)
   Scribble AS IF your pencil is
   responsive to the LINE that is
   closest

(8):

1. Repeat(7)
   (most of the time)
   ```
   On a scale from 0 to 5; determine
   your pencils LOUDNESS
   On a scale from 0 to 5; determine
   your pencils LEVEL of CONTROL
   ```
2. Repeat(7)
   (most of the time)
   ```
   On a scale from 0 to 5; determine
   your pencils LOUDNESS
   On a scale from 0 to 5; determine
   your pencils LEVEL of CONTROL
   ```
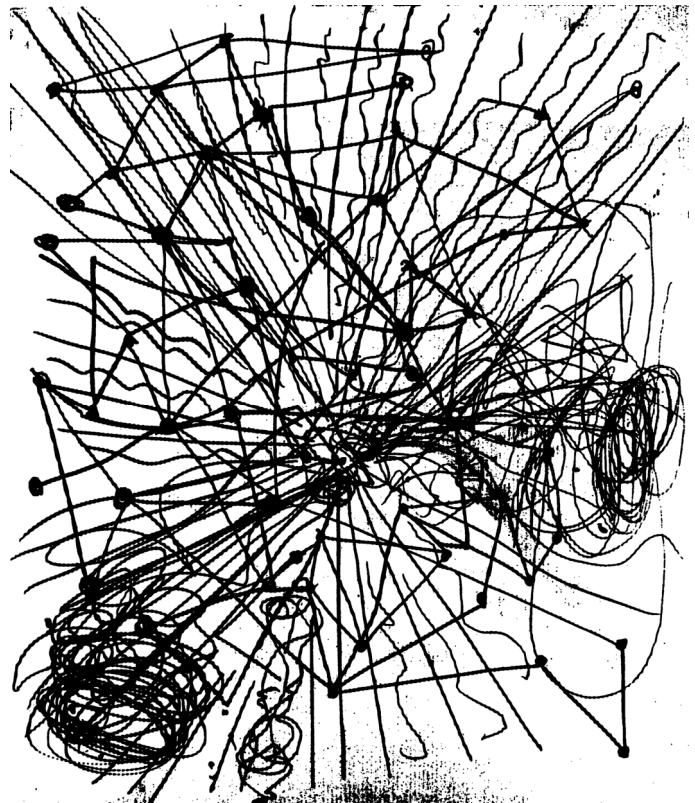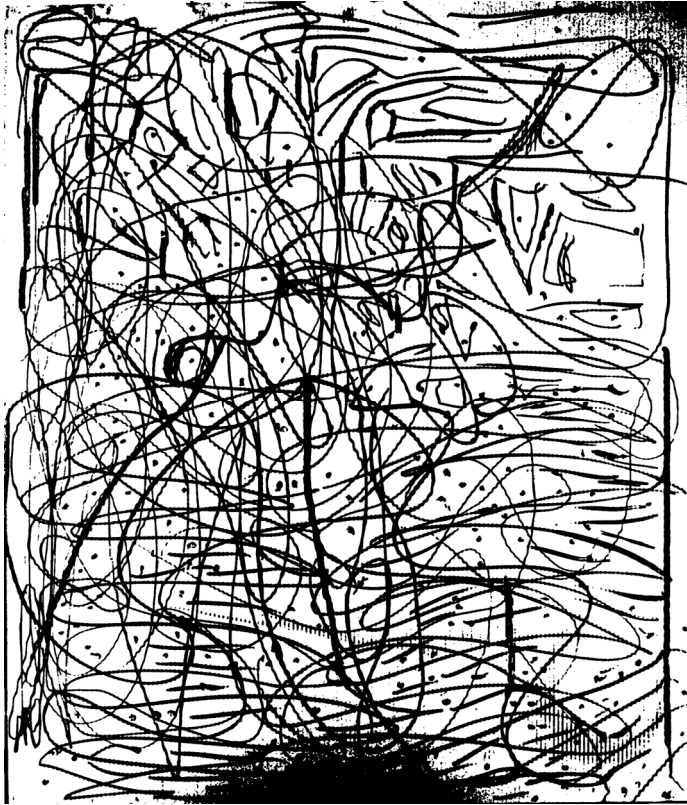3. Repeat(7)
   (most of the time)
   ```
   On a scale from 0 to 5; determine
   your pencils LOUDNESS
   On a scale from 0 to 5; determine
   your pencils LEVEL of CONTROL
   ```
4. Repeat(7)
   (most of the time)
   ```
   On a scale from 0 to 5; determine
   your pencils LOUDNESS
   On a scale from 0 to 5; determine
   your pencils LEVEL of CONTROL
   ```

(8):

5. Repeat(7)
   (most of the time)
   ```
   Scribble as a collective
   ```

6. Repeat(7)
   (most of the time)
   ```
   Scribble as a collective
   ```

7. Repeat(7)
   (most of the time)
   ```
   Scribble as a collective
   ```

8. Repeat(7)
   (most of the time)
   ```
   Scribble as a collective
   ```

← Table 1

(9):

1. `Repeat(8)`
   (most of the time)
   `On a scale from 0 to 5;`
   `determine your pencils' NEED`
   `to COPY OTHER LINES`

2. `Repeat(8)`
   (most of the time)
   `On a scale from 0 to 5;`
   `determine your pencils' NEED`
   `to COPY OTHER LINES`

3. `Repeat(8)`
   (most of the time)
   `On a scale from 0 to 5;`
   `determine your pencils' NEED`
   `to COPY OTHER LINES`

4. *((Player 1) Take this instruction and continue on the other table)*
   `Repeat(8)`
   (most of the time)
   `On a scale from 0 to 5;`
   `determine your pencils' NEED`
   `to COPY OTHER LINES`

Table 2 →

(9):

(A fascist dictator has build a machine that has been handing you these instructions.
Picture yourself as a '*scribble anarchist*':

`Do NOT scribble like the machine`
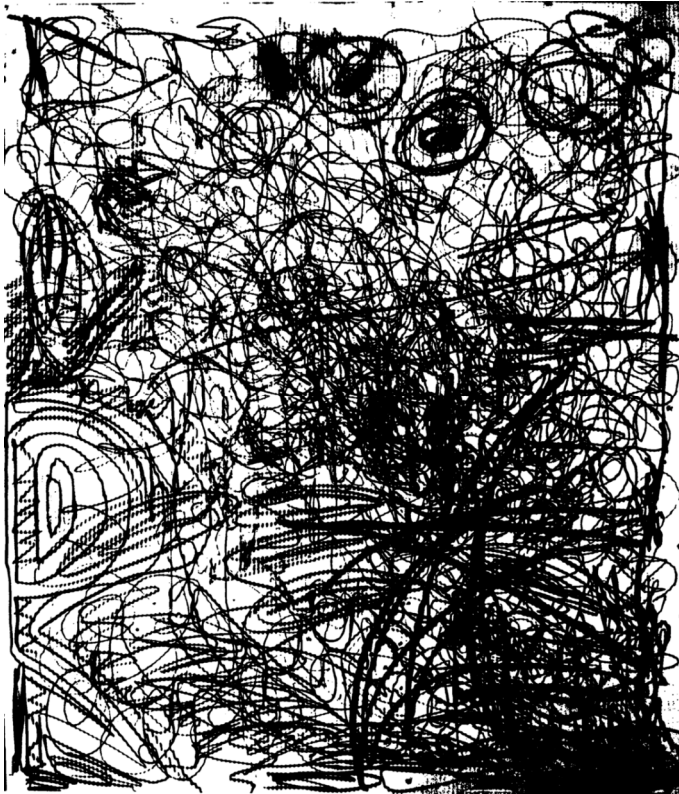`ordered you to scribble(!))`

5. `Scribble orderly`

6. `Scribble orderly`

7. `Scribble orderly`

8. *((Player 8) Take this instruction and continue on the other table)*
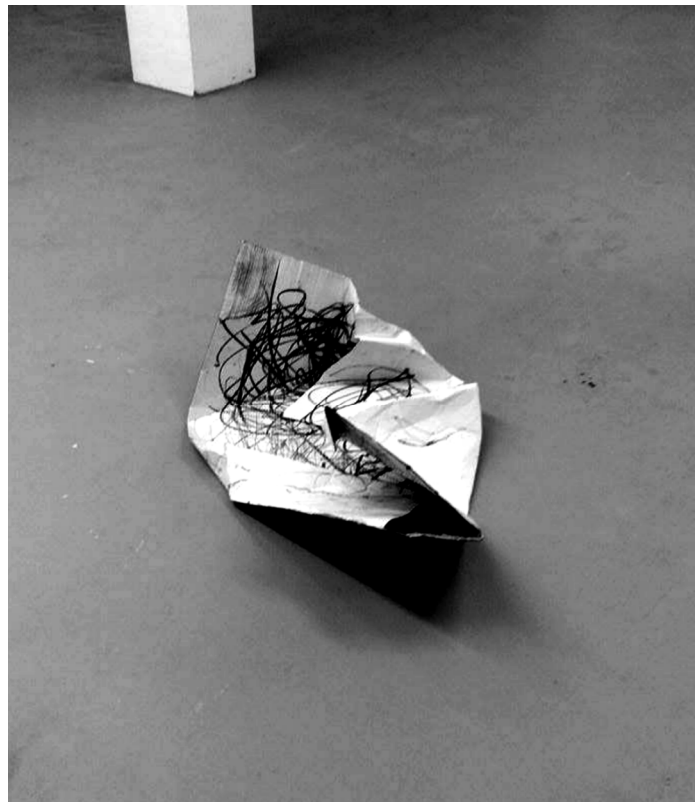   `Scribble orderly`

(10):

1. Repeat ( )
   (most of the time)
   Scribble in a space somewhere between the pencil on your LEFT and the CENTER of the field

2. Repeat ( )
   (Always)
   Scribble TOWARDS the largest open space

3. Repeat ( )
   (most of the time)
   Scribble in a space somewhere between the pencil on your LEFT and the CENTER of the field

4. Repeat ( )
   (most of the time)
   Scribble in a space somewhere between the pencil on your LEFT and the CENTER of the field

(10):

5. Repeat(9)
   (Most of the time)
   Scribble Chaotically

6. Repeat(9)
   (Most of the time)
   Scribble Chaotically

7. Repeat(9)
   (Most of the time)
   Scribble Chaotically

8. Repeat(9)
   (Most of the time)
   Scribble Chaotically

References:

1. Boids

Boids is an artificial life program, developed by Craig Reynolds in 1986, which simulates the flocking behavior of birds.
The name "boid" corresponds to a shortened version of "bird-oid object", which refers to a bird-like object.
As with most artificial life simulations, Boids is an example of emergent behavior; that is, the complexity of Boids arises from the interaction of individual agents (the boids, in this case) adhering to a set of simple rules. The rules applied in the simplest Boids world are as follows:

- **separation**: steer to avoid crowding local flockmates
- **alignment**: steer towards the average heading of local flockmates
- **cohesion**: steer to move toward the average position (center of mass) of local flockmates

More complex rules can be added, such as obstacle avoidance and goal seeking.

(wiki)

2. John Conway's Game of Life

The Game of Life is not your typical computer game. It is a 'cellular automaton', and was invented by Cambridge mathematician John Conway.
It consists of a collection of cells which, based on a few mathematical rules, can live, die or multiply. Depending on the initial conditions, the cells form various patterns throughout the course of the game.

The Rules

For a space that is 'populated':
       Each cell with one or no neighbors dies, as if by solitude.
       Each cell with four or more neighbors dies, as if by overpopulation.
       Each cell with two or three neighbors survives.
For a space that is 'empty' or 'unpopulated'
       Each cell with three neighbors becomes populated.

https://bitstorm.org/gameoflife/

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huis book/Generative interactionism
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Claudia Schouten.

DOORS OPEN 17:00
27 JAN

Motel
Spatie

Hisveltplein 21-35
Arnhem Presikhaaf